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Galley

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Research topics for Master's papers were solicited from faculty members. Thanks to the following for their suggestions:

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Contributions from alumni were also solicited. We appreciate the cooperation of the following:

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The cover for this special issue was designed and drawn by Aline Chesson, a Master's student.

Thanks to all of you!

Libby Evans
Myra Godwin
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Co-Editors

LSSA WELCOMES YOU!

On behalf of the Library Science students here in Chapel Hill - Welcome Back. As alumni you are an important part of the past, present, and future of the School of Library Science. We are glad you are here and look forward to meeting you throughout the 50th Anniversary Celebration.

--Judy Robinson
LSSA President

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"There is no such thing as a moral or an immoral book. Books are well written, or badly written. That is all."

--Oscar Wilde
The Picture of Dorian Gray, Preface

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"A wise man,like a good refiner, can gather gold out of the drossiest volume."

--John Milton
Areopagitica, Sect. 28

(The following article has been reprinted from the December 1974 edition of The Galley.)

THE LIBRARY OF THE FIRST STATE UNIVERSITY

One day recently while laboring deep in the stacks of Wilson Library stuffing automated book cards in pockets of books, I chanced upon a relic of "cataloging-past." It was a book-label, yellowed with age, pasted just above the book pocket. It read "Library of the Dialectic Society, alcove 6, case 3, shelf 2." My pulse quickened; surely this was an example of the predecessor of modern classification systems, the fixed location system. I examined the title page and learned that the book had been published in 1882. The book had since been reclassified to the Dewey Decimal System and later still to the Library of Congress Classification Scheme. What a journey this slender volume had taken through the history of cataloging, from the most traditional to the most modern!

My curiosity in finding out when these classification changes had taken place within the University led me to a pamphlet (owned by Prof. Fred Roper) written by the Dean of Librarians, Dr. Louis Round Wilson in 1960, entitled The Library of the First State University, written in commemoration of the acquisition of the University Library's 1,000,000th book. Additional information was gleaned from a history of the Library prepared in 1974 by A.R. Fields, Circulation Librarian of Wilson Library.

While my original intention had been to determine only when the University had changed from these various classification systems, I soon found myself fascinated by the overall history of the Library here in Chapel Hill. This article is the result.

The Library of the University of North Carolina acquired its first volume four years before it was even established by the General Assembly of North Carolina. This sounds like a good trick, and it was. It came about when the United States Congress passed a resolution on March 22, 1785 providing for copies of The Works of the Right Reverend Father in God Thomas Wilson, D.D., to be donated to the libraries of the colleges or universities of the respective states. The delegates to the Congress from North Carolina agreed to deliver the book (a folio published in London in 1782) to the University when one was established. In 1789, the University was chartered, and on January 15, 1795, it opened its doors to its first student, Wilmington's Hinton James, with a tiny collection of books, including Dr. Wilson's Works. The library was located from 1795 until 1815 on the second floor of the first president's house, on the site of present Swain Hall. Its first librarian was Archibald D. Murphy, whose salary was $40 for a year and a half, and whose first book budget was $50. The earliest collection was a result of gifts from founding fathers and friends. The faculty was responsible for book selection. There was a library fee on the part of students to help with the cost of operation and acquisition.

In 1815, the Library was moved to the second floor of South Building where it remained until 1853, when it was transferred to then newly completed Smith Hall (now Playmakers Theater) which had been constructed at a cost of $10,000. A few years later the library's collection was transferred to the third floor of Old East, where it was kept until 1869, when it was moved back to Smith Hall.

The Library did not prosper in its early years due to a variety of factors. The most obvious was a shortage of funds with which to grow. Other factors were the libraries of individual professors and the excellent libraries of the Dialectic and Philanthropic Societies.

(Library, cont.)

During much of the nineteenth century, the combined libraries of the Di-Phi Societies numbered more than the total collection of the University Library itself. For example, in 1874, an inventory of the three collections revealed: University Library, 8,394; Dialectic, 6,908; Philanthropic, 6905.

The Civil War had a very deleterious effect on the University and its Library. Prior to the War, the University was second in enrollment only to Yale of all the colleges and universities in the country. The president and faculty of the University were dismissed and replaced by the Reconstruction government of North Carolina in 1868. The ineptitude of the replacements was such that the University was formally closed down on February 1, 1871, so few students having shown up in the preceding two years. From this time, until the University reopended under a new administration in the fall of 1875, the buildings and properties, including books, deteriorated badly. Many books, including the first book, disappeared and were never accounted for.

In 1886, the merging of the libraries of the Di-Phi Societies and the University Library was effected. The name of the Library became "The Library of the University of North Carolina, Endowed by the Dialectic and Philanthropic Societies."

The early librarians had been part-time faculty members and part-time librarians. In 1894, the University appointed its first full-time librarian, Benjamin Wyche, later Librarian of the University of Texas. One of his successors was Edward Kidder Graham, whose son, Frank Porter Graham, also became President of the University.

In 1901, Louis Round Wilson, then 25, became Librarian of the University Library. He succeeded in completing the reclassification of the library's 40,000 volumes to the Dewey Decimal System, a project begun in 1900, by Librarian W. S. Bernard. Wilson's training was in English (a Ph.D.), but he brought modern library practice to the Library of the University of North Carolina. At his urging, Carnegie Library (now Hill Hall) was built in 1907, at a cost of $55,000. Equally as important, he secured an endowment fund of $55,000 for books. The administration of the library book fund, building, personnel, and book collections was centralized under the Librarian during his tenure.

By 1927, it was apparent that Carnegie Library had exceeded its capacity and a new building was planned. It was completed in 1929, at a cost of $625,000 with a stack capacity of 450,000 volumes. The collection numbered some 200,000 volumes when the new library was first occupied. The stack capacity was more than doubled by an addition completed in 1952, at a cost of $1,615,000. A further addition to Wilson's stacks is planned for 1977, which will double the capacity to approximately two million volumes. Wilson Library presently contains more than 1,200,000 volumes in its stacks, and approximately 100,000 books formerly in Wilson are now in storage, some in Manning Hall and others in Durham.

In 1956, the library which was simply called the University Library, was officially named in honor of its most illustrious steward, the Louis Round Wilson Library.

Louis Round Wilson was Librarian from 1901 to 1932, and he became the first Dean of the School of Library Science which was established in 1931. He was succeeded as University Librarian by Robert B. Downs, 1932-1938 (visiting William Rand Kenan Professor of Library Science, Spring, 1975).

In 1957, Dr. Jerrold Orne became University Librarian, in which post he served until December 31, 1972, after which time he became a full-time member of the faculty of the School of Library Science of the University of North Carolina. Under his administration, Wilson Library grew rapidly in size and scope, and in 1966, began conversion

of its classification system to the Library of Congress System, a conversion that is still continuing.

The current University Librarian, Dr. James F. Govan, was appointed University Librarian August 15, 1973, and is presently occupying that position.

The expansion of library services since 1900 was accompanied by a dispersal of the Library's holdings. Departmental libraries proliferated in the 50s and 60s with a total of eleven being supported by the Library as of the summer of 1974.

The expansion in personnel offers another vivid illustration of the growth of the University Library. In 1900, the Library and its 40,000 volumes were staffed by a full-time librarian and two student assistants, each of whom worked three afternoons per week. Today the Library employs 230 full-time staff members, as well as a large number of student assistants.

It took 165 years to acquire one million books and only 14 to acquire the second million. With the present rate of acquisition, less than ten years will have elapsed before the third million is achieved.

Beginning as a small collection on the second floor of a long vanished frame house, the library has reached its present crowded quarters in venerable Wilson Library and its many branch libraries and is now planning a new, multi-million dollar, ultra-modern facility. The Library of the First State University, like the slender volume that piqued my curiosity, has come a long way.

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"What do we, as a nation, care about books? How much do you think we spend altogether on our libraries, public or private, as compared with what we spend on our horses?"

-- John Rushkin

WHAT IS A LIBRARIAN?

In 1965, Susan Lane Perry compared the image of the librarian of undergraduates and Library Science students at UNC. The following are some of the quotes that depict what those students thought of as "librarians."

"Some of the librarians I have known have been very intelligent and interesting people."

--student thinking about going into library work.

"librarians are 'apathetic, impersonal, occassionally intolerant. . . . too concerned with books and not enough with the people who use them.'"

--a junior boy

"Three interesting adjectives that were used by students to describe librarians were 'slow,' 'single,' and 'noisy.'"

--Susan Perry

Ms. Perry also quotes from the various sources concerning the image of the librarian:

". . . timid, plain-looking females who are not interested in money, are conservative morally and politically, not very busy, and inclined to tiptoe around telling other people to keep quiet."

--Gerhart Wiebe

". . . are agreeable but worry too much about technicalities."

--college profess

And the librarian shows up in art, too. Ms. Perry reports that Jerry Talmer, in the New York Post, described a painting by a surrealistic artist who took a "really ugly face, put a torso beneath it, a bra on the torso, a cross on a chain around the neck, and called it 'The Librarian.'"

The Master's paper is number 21, if you want to find out more about our image in the public eye. . .

MANNING HALL--50 YEARS OF TRAINING PROFESSIONALS

Anyone who is familiar with the south-west corner of Wilson Library's third floor, which once housed the School of Library Science, might well view with wonder the commodious surroundings it now enjoys. I am speaking, of course, of Manning Hall.... With the assistance of Prof. Margaret Kalp, Prof. Ray Carpenter, and Miss Jean Freeman, I managed to learn the history of this handsome structure and how the Library School came to be located in it.

Manning Hall was completed fifty years ago this fall as the Law School of the University. It was named for a famous UNC Law Professor of the 19th century, John Manning. Constructed at a cost of $150,000, it took two years to complete.

In 1951, a new addition to Manning, costing $343,000, virtually doubled the space in the building. The present computer facilities, Library Science Library and most of the stacks, the large lecture classroom (209), student lounge. LSSa office, etc. were facilities added by the new construction.

Even with the expansion, the Law School soon had space problems with its rapid growth. In the early 1960s a new law building was planned.

This allowed Manning to become available for other departments' use. It became a desirable commodity indeed. Several departments sought vigorously to obaain the building as their own. One of the most avid of these was the School of Library Science.

Founded in 1931, the Library School had serious growing pains of its own. Located on the third floor of the Wilson Library, the Library School, like the Law School, received expanded quarters in 1951. In the Library School's case, the expansion of the University Library's stacks provided much additional space. While this addition was being constructed, the Library School spent the academic year 1950-1951 in temporary quarters in the present filter plant adjacent to Phillips Hall. The current director of SOLINET, Charles Stevens, was one of the students who helped the dept. move its equipment back into the Library.

Greatly increased enrollment and expansion of faculty and materials caused the Library School to look around for new quarters. Originally, the Department hoped to get additional space in Wilson Library when the new Undergraduate Library was completed. When this plan fell through, Dean Carlyle J. Frarey began a search for another facility. As early as 1964, Dean Frarey sought the soon to be available Manning Hall.

Members of the Library School faculty continued the pursuit of Manning Hall in the middle 1960s, and in 1967, the Dept. was informed it was to have Manning Hall as its new home.

The key factor on which the decision as to which department was to get Manning turned on the matter of utilization of the stack space. It was not considered economically feasible to convert the stacks into classrooms or office space. The School of Library Science could make immediate use of the stacks and the Law Library with almost no renovation needed. This was not so for other departments. The move of the Library School to Manning would also be a boon for Wilson Library in two ways. First, the space the School of Library Science occupied in the Library could be immediately useful to the Library and, second, the stack space could be used for storage to relieve some of Wilson's own overcrowded stacks.

At first the Library School was informed it was to have the entire building, but in 1968 it was told that it would share the facility with IRSS.

The Law School moved out of Manning and into its new building in the fall of 1968, and plans began to be made for the renovation of the old building.

Prof. Ray Carpenter was appointed chairman of the Committee on Space and Resources planning the renovation. More than $500,000 was eventually spent on the renovation, much of this for rewiring, installing air conditioning, and new plumbing.

Renovation did not actually begin on the building until mid-1969. During part of the period 1968-69, Manning was occupied by radicals who helped organize and support the Cafeteria Food Strike of this period. Their command post was the present Library Science Library. Food was served in the building as a protest of the University's operation of Lenoir Hall, directly adjacent to Manning.

In addition to the air-conditioning and the other repairs mentioned, several rooms were restructured to provide either

(Manning Hall . . . cont'd)

classroom or office space. The large lecture room (209) was the moot court of the Law School. The courtroom furniture was removed from the stage and new desks were installed in the auditorium. Faculty offices 200-205 and seminar room 206 were constructed from one large reading room. Classrooms 214, 215, and the A-V area were likewise constructed out of a large room, though this one was a classroom. Look at the chalk boards on the walls in room 214 and you can see which direction the room faced. The area which the Library School office now occupies was the Law Library until the 1951 addition, when it bacame a large reading room.

The renovation also required extensive cleaning and repainting as the building had fallen into disrepair over the years.

The repairs were completed just in time for the fall semester of 1970. The Library Science Dept. moved in the day before registration in Sept. 1970.

For those familiar with the old quarters, Manning proved to be positively luxurious.

Over a period of nearly half a century, through Manning Hall passed some pf this state's and nation's finest legal professionals, including numerous governors, legislators, judges, and practicing attorneys.

Since 1970, it has seen some of the bright young men and women of the library profession go forth. May the tenure of the School of Library Science in Manning Hall be equally as impressive as that of the School of Law which preceded it.

(This is reprint of an unsigned article in the December 1974 issue of The Galley.)

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"These are the tombs of such as cannot die."

--George Crabbe
The Library

DID YOU KNOW----

Letters cost 2¢ to mail in 1931?

It cost $3.00 to entertain a visitor to the School in 1937? And a room at the Carolina Inn cost $3.00?

Institutional dues for ALA membership were $25 in 1935? (They're $900 today!!)

Three desks were priced at $60.00 ($20/each)?

Goose neck lamps cost 90¢ each in 1936?

Desks purchased in 1931 cost $17.35 each?

And an Ediphone cost the most at $190!

A stool for the library cost $1.50?

Expenses for Tea for a visitor was $5.93?

Sears' List of Subject Headings, 3rd ed., cost $2.75 for 3 copies in 1933?

Miss Akers spent $50.00 for railroad fare and subsistence taking class to visit libraries in Baltimore and Washington, D.C. in March 1934?

The above mentioned "facts" were gathered from records still in the Office of the Library School?

Aibert Einstein wrote a letter of reference for a student?

The "move to Manning Hall" occurred one day prior to Registration for the Fall Semester in 1970. The phones were not installed, the process took place in the lobby out of file boxes; and those students did get their degrees!

Fred Roper broke tradition by wearing Bermuda shorts while a student here in Library School?!

(Did You Know, cont.)

Excercise classes were not necessary for Library Science students, faculty, or staff? Everyone had to climb three full flights of stairs every time they left the building.

Fred Roper and Frances McCoy started their sojourn with the School of Library Science at the same time - July 1965.
Frances promising to work only until she paid for a car, and Dr. Roper going on to complete his Ph.D.

The Office has provided employment for folks to earn degrees while working part time: Linda Chamberlain received her B.A. degree while wor 20 hours per week; Sara Claytor earned two Master's degrees; Mary Ann Brown earned her Master's and Ph.D. in English while working part time in the Office; Shirley Daye (Jenkins) earned her MBA at North Carolina Central while working 30 hours per week as the faculty typist; and Cynthia Ruffin is now in the process of completing her MSLS.

--Frances McCoy
Behind-the-Desk
Reporter

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"I have often thought that nothing would do more extensive good at small expense than the establishment of a small circulation library in every county, to consist of a few well-chosen books to be lent to the people of the county, under such regulations as would secure their safe return in due time."

--Thomas Jefferson
Writings, vol. xii

Q. What is Batgirl's private life profession?

(If the stereotype of a librarian is the dull, mousey, old-sweatered and sensible schoosher . . . it is certainly not based on the profession's portrayal by such notables as . . .

Bette Davis - played a public librarian who was fired due to her stance on a "commie" book in her library's collection. "Storm Center." (1956)

Peter Sellers - as a librarian in "Only 2 Can Play." (1962)

Richard Benjamin - a librarian in "Goodbye Columbus" (1969), whose amour in that film later played a librarian in . . .

"Love Story" (1970) - Ali McGraw (And you all know how that went) . . . And last, but not least - -

Goldi Hawn, in "Foul Play" (1978), plays the San Francisco librarian whose library is terrorized first by a mysterious murderer and then by Chevy Chase.)

A. If you haven't guessed by now, she's a librarian!*

*Authority Control: New Library World 80:167

"Respecfully Submitted"
by Kathleen Payne

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CAMPUS MOVIES

Saturday, March 28 - Lady and the Tramp will show at 11 a.m. and at 1 p.m. Admission is 50¢.

Saturday, March 28, at 7 and 10 p.m., The Great Escape will show.

If you like cartoons, mark Wednesday, April 1 on your calendars! A Night of American Cartoons will show at 8 p,m.

RESEARCH TOPICS FOR MASTER'S PAPERS
--Suggested by Faculty Members

Here in the mountains I have been jotting down regularly topics which I think need to be addressed. Most of these topics come from my own research on Charles Harvey Brown (1875-1960), "Mr. ACRL," whose life I could write more quickly if some fundamental research had been done on various libraries with which he was associated as well as biographies of his contemporaries. For example, Frank K. Walter, Librarian of the University of Minnesota, who was a frequent correspondent of CHB and an influential figure in his own right, needs a good biographer. The whole issue of the impact of the Cresap, McCormick & Paget study of ALA, which resulted in a new structure in 1956, has not been studied quickly. My impression is that this was a decided departure from the ground-breaking study of the Third Activities Committee and derailed ALA from significant progress. It certainly didn't result in the economy that management firms are supposedly famous for. And the whole question of libraries during the depression, how they fared, how they recovered, etc., seems to bear a great deal of relationship to the current depression in library finances. How did libraries cope with the Great Depression? What about the impact of the educational changes in the twenties and thirties, the Swarthmore College plan, the Hutchins impact at Chicago, the emergence of strong graduate programs in business, home economics, librarianship, etc.? All of these topics would be of great interest to me and advance my project significantly. I have my own guesses (and biases) but certainly any conclusions to which I come will be tentative.

There's a lot of fundamental work in library education, especially as it relates to the UNC SLS. We've not had a recent study of how our alumni have fared in the past decade. Where did they go? How have they progressed? Have they changed jobs frequently or not at all? How did the program here help them in their careers? Nancy Fogarty studied the alumni in 1969, Marty Reith in the mid-seventies, and the Curriculum Committee recently, but there is ample opportunity for such a decade-long review.

What about admissions? Is it true that we are admitting more persons with advanced degrees but maintain the same poor ratio of science to humanities and social sciences undergraduates? What about quality as demonstrated on tests and GPA? What about geographic origins and collegiate origins of our students? What kind of subject matter are we teaching and how has it changed? What about the strength of the program as reflected in the faculty in 1980 as opposed to 1970? Dean Herbert White has noted the decline in support for library schools. How have the Southeastern schools fared as a part of the whole and how has Carolina fared regionally and nationally? In short you can see that there is a lot of institutional research that needs to be done. Moreover, I believe segments of these questions are entirely appropriate for master's papers. The data should be easily available from library school records, and statistical publications of ALA and AALS.

Norman Stevens recently had some caustic things to say about Library Literature 1979 (C&RL Jan. review). Someone might analyze the topics, persons, and styles of the articles included (to say nothing of which journals provide the most) to see whether this publication really makes any contribution. Ditto for such state of the art publications as Advances in Librarianship. Mountains of paper and rivers of ink have emerged from a discussion of the Copyright Revision Act of 1976. What did it all mean?

I think you can see from the above that there are many topics which would provide a lot of work for students who want to do in-depth master's papers. And who knows? You might even get an article or two out of your work!

--Edward G. Holley

(Research Topics . . . cont'd)

The areas of my research interests are pretty well reflected in the titles of the courses I teach: Comparative Librarianship; Education for Librarianship; The Agencies and Media of Communication. In the Communication field, my emphasis would be 1) upon studies of reading, and 2) upon Content Analysis as a research technique, applied to any communication medium, not just print. Further studies in the kind of image that any of the media present of particular groups in the society, or of aspects of any "cause" or viewpoint that receive dominant attention in a medium, are the kinds of content analysis that I find of greatest interest.

An aspect of Reading as a topic of research which fascinates me at the moment is the great range of complexity and motivation that it can represent for different readers under different circumstances. "Reading" is very loosely used as a term which presumably represents a single kind of experience and effort. In reality, the term can refer to a simple physical act - the recognition of the letters of the alphabet - and move up a continuum to the cerebral process that provides the participant with profound challenges to his or her creative use of the intellect. I would like someday to be able to describe and differentiate the levels in the tremendous range of experiences provided by the reading act.

One important aspect of my concern about the complexity of reading as an experience has to do with the implications of this for intellectual freedom. The challenges to free access, which are always with us, seem to be increasing in the present social and political climate. The effect of this phenomenon on libraries of all kinds hardly needs to be spelled out for readers of The Galley.

- Lester Asheim

Several students have written master's papers about the history of individual libraries in the Southeast. Each of these papers helps towards our understanding of library and cultural history in the region and helps the student learn how to piece together evidence from correspondence, library reports, newspaper clippings, and interviews to produce a historical narrative.

A few students have analyzed catalogs or circulation records of early libraries to see whether the libraries contained typical material or whether they were in any way unique. These students have studied the extent to which reading patterns exhibited the taste of the times.

Students more interested in current problems have selected some field such as architecture, the occult, film, or poetry, and have analyzed current publication patterns and reviewing patterns to see what aspects of the subject receive attention from specialized or general publishers, and to see whether reviews in library publications are more or less effective than other reviews in covering the literature and in telling librarians what they need to know about the books.

- Haynes McMullen

The recent acquisition of a microcomputer opens several possible master's paper topics. Students might convert one of several existing procedures in PL/1 to fit a microcomputer environment. These procedures include:

1) a thesaurus maintainance program,
2) a program for the manipulation of MARC records,
3) a prompter for bibliographic record input,
4) an associative retrieval system.

For more information on any of these, please come see me.

- Martin Dillon

(Another topic for a master's paper comes from the LS Library.)

If you're searching for a project and have some interest in indexing, this article is for you. The Report Literature Collection is a special collection located in the Bibliographic Control Room. It includes handbooks, guides, technical reports, standards, conference papers, long-range plans, and other similar items.

The Keyword Index to this collection needs to be updated - or possibly developed. Also, the time lag between processing and availability of these materials is great. We are considering a revision of the current procedure. This is an excellent time for your input if you're interested in assisting us with this collection.

- Ellen Anderson

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WE'VE COME A LONG WAY . . .
(The following information was extracted from the Annual reports of the School of Library Science.)

The UNC School of Library Science was made possible by $100,000 from the Carnegie Corporation. "The purpose of the school was to provide basic instruction which would prepare the student for general library work." The School offered three specializations in its first year: elementary and high school libraries, city and county public libraries, and college and university libraries.

The School was originally located on the upper floor of the University Library Building, which was later named Wilson Library in honor of Louis Round Wilson. There were 37 students in the first entering class, and, "as was hoped for in the establishment of the school, its students were drawn largely from the southeastern region." Twenty-nine students graduated in June of 1932.

The School of Library Science was organized and administered in its first year by Louis Round Wilson, Donald Coney, R.B. Downs, Susan Grey Akers, Nora Beust, and Jean L.M. Fuller. In April of 1932, the School was provisionally accredited by ALA. In order to be fully accredited, "it is necessary that it shall have been in operation for two years, that it shall have been inspected twice, and that all of its work shall be formally passed on by the Board of Education." The School was commended by ALA in that first year for having established standards in the areas of staff, equipment, and materials which exceeded the minimum required. Even so, full accreditation by ALA was delayed for a short while due to lack of funds for inspection visits. However, in March 1934, the School was fully accredited. In December of that same year, it was admitted to membership in ALA.

The first degree offered by the School was a B.S. in L.S. However, a Master's degree was expected to be included after two years. In reality, the advanced degree was not added until the 1950-51 school year. Five years later, in 1955-56, the B.S. degree was dropped from the curriculum.

In 1949-50, when work began on implementing the Master's program, some mention was made of a Doctoral degree. Although the Master's curriculum was added the next year, addition of the Doctoral program progressed slowly. In 1962-63, the faculty reached an agreement on most of the major issues and the doctoral program was expected to begin in the mid-sixties. Each year after that, some mention is made in the Annual Reports, but it was not until August 1977 that the first Doctoral students were finally admitted. Slightly less than three years after that, the first Doctoral student

(We've Come . . ., cont'd)

completed her studies, and Jo Ann Bell became our first Ph.D. graduate.

Space in Wilson Library was cramped for the Library School. During several summer sessions, beginning in 1939, space had to be borrowed from the Chapel Hill High School in order to accommodate all students. Finally, in the fall of 1950, the School was moved to temporary quarters in the Old Filter Plant while additions in Wilson were completed to house the School. The following year, the move to the newly finished west wing was made. It was hoped that the newly built quarters would provide adequate space for some time to come, but the wing turned out to be poorly designed.

> The School [was] handicapped in competition with other schools because of the intense discomfort caused by lack of air conditioning. The heat during the summer and late spring and early fall [was] very nearly unendurable. Large fans stir[red] dead, hot air, and help[ed] very little. Small, high windows, facing a sun-baked parapet on the top floor of the building [were] most unsatisfactory, either for cooling or for ventilation. After one term of the summer session many students [did] not return and there [were] days in the season when [it was] necessary for reasons of health to close the administrative offices.

Other library schools with air conditioning drew some students that might otherwise have attended UNC. "A few students [ ] actually reported [lack of air conditioning] as their reason for choosing another school." Finally, in 1961-62, the School's Wilson quarters were air conditioned.

Still, the need for space was imperative: "Planning for new quarters . . . requires early and priority attention unless admission quotas are to be imposed." With the national need for librarians an admissions quota did not seem wise, and so plans began for other quarters for the School. After almost ten years, the School of Library Science was moved from Wilson Library to its present site in Manning Hall.

In 1935, at the annual commencement, an alumni association was formed and officially labeled as The North Carolina Library School Association. On April 17, 1935, the alumni association sponsored the first Alumni Day, a tradition that has continued to thrive. Since that time, the Alumni Association has been active in the School's affairs, and instrumental in the planning of special activities.

In 1956, the UNC School of Library Science and its alumni celebrated the School's twenty-fifth anniversary with a simple celebration. The School hoped to mark the special year with a publication dealing with its history.

World War II had several effects on the field of librarianship, and thus on the UNC School of Library Science. The demand for librarians increased greatly due to library positions in the armed forces. On the other hand, enrollment in library schools decreased because of the number of people enlisting in the service. Throughout the war years, demand for librarians was high, and that demand continued through the sixties. Placement requests from employers could not be filled by the number of librarians graduating from the School: "The dearth of librarians continues to be the most disturbing problem in the placement work of the School of Library Science" in 1964-65. Contrast that to what the Annual Report of 1975-76 had to say: "The job market continues to be a matter of concern for our students . . . There is no question that the market is tight this year."

In 1971, Edward G. Holley became

(We've Come . . ., cont.)

dean of the School of Library Science, and a revitalization of the program was begun in earnest. As a culmination of the revision, the Block was introduced in 1974-75, replacing a series of "core courses." In 1977, Fred Roper, a 1962 graduate of the School, and a member of the faculty for several years, was appointed Assistant Dean.

The Annual Reports contain a wealth of information about the progress of our School through the years. Here are just a few of the other important and/or interesting facts in our history:

1) ". . . books on religion, literature, fine arts, etc. must be purchased if the world is not to lose those things for which we are fighting." (1941-42)
2) The Library School finally changed from quarter hours to semester hours, ten years after most of the rest of the University. (1953-54)
3) Dean Susan Grey Akers retired in 1954.
4) The Epsilon Chapter of Beta Phi Mu, national honor society for Library Science students was installed at UNC. (May 3, 1958)
5) In 1970-71, the School was granted the status of a professional school within the University, and finally was provided with a full-time librarian, responsible to the University Libraries Director.
6) News from Chapel Hill, a joint venture of the School and its alumni, began publication in 1972-73.
7) EPA Assistantships began in 1974-75.
8) Jean Freeman, a mainstay of the School, retired in 1977, as did Margaret Kalp.
9) In 1979-80, the Portsmouth Project was launched as an off-campus degree program for school librarians in the Portsmouth, Virginia school district.
10) UNC was not the only library school to open its doors in 1931. Louisiana State and the University of Denver join us in celebrating a fiftieth anniversary!

* *

ATTENTION SLS LIBRARY PATRONS...

The Library Science Library needs your cooperation at closing. Occasionally there are difficulties getting all patrons served by the 10:00 closing hour. Our student assistants are paid only until 10:00 and must be able to leave at that time.

The library is open for use until closing, but we must ask that all materials be checked out by 9:45. This will allow ample time for the student assistant to go through the necessary closing-up procedures and get out of the library on time.

Remember, if you have questions or suggestions regarding this matter or any library policy, please see Ellen Anderson or Cynthia Ruffin. We appreciate your assistance.

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There once was a librarian named Elsie
Who caught terminal OCLC.
She was heard to exclaim as she
Spoke of the pain,
"All this LC has gotten to Elsie."

-- Judy Robinson

I REMEMBER WELL . . .

The withering look that Dean Akers accorded one of the Library School students when he arrived late for a tour of the H. W. Wilson Company, and somewhat the worse for wear following a night on the town, while on the School's annual tour to New York. That look would have discouraged anyone from a repeat performance.

Miss Akers' insistence on perfection in her cataloging courses, and the resulting frustration on the part of some of us who never seemed quite able to achieve the goal. This eventually led to a lot of cooperative endeavors between some of us. I found Ellen Thomas, Betsy Olive, and Edwina Johnson especially helpful in elevating my stature in Miss Akers' estimation to a level higher than I perhaps deserved.

The love and care demonstarted by O.V. Cook in his handling of rare books in his History of the Book class. I had not quite realized that "Vic" would react in the manner in which he did,and I have never forgotten it. I think it conveyed to those members of the class an appreciation for the book that meant more, perhaps, than all the facts and figures placed at our disposal.

The patience and kindness displayed by Lucile Kelling Henderson in her Reference courses. She could be tough in her prodding and in her insistence that a bit more effort be expended, but always the patience came through.

Our wonderment at how Mrs. Henderson could come up with so many bewildering questions for use in her Reference course. They never appeared to be repeats, so checking back with those individuals who had had an earlier exposure to the course didn't seem to be of much help.

Jean Freeman's always ready and helpful answers to everything one needed to know about the Library School and the Graduate School.

Elvin E. Strowd
Interim University Librarian
Duke University
Class of 1955

IF ONLY I HAD KNOWN ABOUT WINCHELL . . .

I can truly say that for the most part I suffered through Library School just like most of my classmates. We complained about the courses, the professors and the lack of good job potentials. However, I did learn two things while I endured the ordeal: 1) Never put too much trust in your memory-- write down that citation and call number. 2) The second greatest book ever written was Winchell's Guide to Reference Books. I also came away from Library School firmly convinced that every college freshman should have a thorough course in reference materials and library usage. If only I had known about Winchell, Walford and Bibliographic Index . . .

Richard Walker
Librarian
Lexington Public Library
(Lexington, N.C.) Class of '72

NEVER A DULL MOMENT

Perhaps this is not literally true and I might not have chosen this title at some intervals in a forty-five year career, but, looking back from retirement, I can say that most of the time I was enthusiastic and excited about what I was doing. Never mind the "information explosions" that we were later told had taken place during those years. We were just busy coping with it to take a stand-off look at it. My experience, too, has been more that of a generalist than a specialist. We were told at graduation that most library school students wanted to become reference librarians, but since we were graduating in the midst of the Great Depression, we took the available jobs (we didn't think of them as "positions" at that time). Only in the later 1930s did jobs begin to open up. For instance, the Southern Association of Colleges and Secondary Schools had a moratorium on the employment of school librarians for secondary school accreditation during the Depression. Yet, one of my classmates went back to a school library job at $80 a month for an eight-month school year. She retired as the School Library Supervisor for a large city. We were told to aim at a beginning salary of $1800 but were lucky to get $1200. After all, deans at UNC were getting $3,000 a year and instructors were making $50 a month. Perhaps we were at an advantage, however, for there was nowhere for us to go but up.

Chapel Hill was an exciting place too in those days, and activities there made us look for a bright future. There was Dr. Wilson's course in Southern Library Development where he brought us such speakers as Howard Odum (I'll never forget the day he called on me: "Miss Mullen, will you summarize Odum's American Epoch in a couple of sentences?"). There was the Conference of Southern Leaders, called by the University under the leadership of Dr. Wilson and Dr. Kuhlman of Vanderbilt, and the establishment of an ALA Reginal Field Agent for the South in Atlanta. Some of this activity resulted in Tommie Dora Barker's Libraries of the South (1936) and Wilson's and Milczewski's report of the TV Library Council Survey, Libraries of the Southeast (ca 1948). No wonder the Library Services Act (1956) and the Elementary and Secondary Education Act (1958?) were the work of Southern legislators. Perhaps this is the reason I jumped at the opportunity of being part of the first LSA staff in the U.S. Office of Education in 1957. Using so much of my previous experience, this was one of the most exciting 10-15 years of my career. How fortunate I have been to be able to take advantage of a variety of opportunities: a college library assistant and a college librarian; an army librarian, including a stint overseas with the occupation forces in 1945-1947; a visit to Swedish public libraries with a group of American librarians (as guests of the Swedish Inspectorate of Libraries); a county and regional librarian and a state librarian; and finally a federal job.

Involvement in professional library activities at the state, regional, and national level, which I consider vital to a worthwhile library experience (no matter how dull it may get sone times), have brought enriching experiences. These have ranged form an article, in the early 1940s, on inter-library cooperation in North Carolina for North Carolina Libraries to a bibliographic essay, well over a decade later, on a regional processing center for Resources and Technical Services.

A later experience that I wouldn't wish on anyone, but one that called on all of my library knowledge, was heading a federal team which surveyed librarians of all kinds in Pennsylvania, damaged by tropical storm Agnes in 1972. Often the damage survey reports include pricing for all losses, followed by much time spent on documentaion for the Federal Disaster Agency of the cost of the lost or damaged library materials.

What does the foregoing have to offer to current library students and new librarians? Do not be afraid to accept and try opportunities for new and professionally expanding experiences. I hesitate to tell you not to change jobs because of more money--a larger salary is a poor exchange for unsatisfying work. Maintain professional library association activities, though it may cost you money, if your employer will allow you the time for attending meetings, but no expenses. Keep

(Never a Dull Moment cont'd)
your enthusiasm. Don't worry if immediately out of library school you have not determined your ultimate goal for a specific position. Sometimes too specific a goal may narrow your vision of valuable opportunities which present themselves, and you will end up in a dead end. Conversely, never discard past worthwhile experience. I worry some, perhaps too much, over the emphasis today on machine retrieval of information and telecommunications in general. They are means to an end and not the end itself. Nothing replaces a sound general educational background and a grounding in basic cataloging, classification theory, reference work, and book knowledge. Personally, I am partial to the liberal arts. Too, I am reminded of Miss Akers' remarks to her cataloging class: "I am teaching you full scholarly cataloging though few of you may actually use it, but you cannot simplify without knowing what you are simplifying."

Finally, you may look forward to what I am doing after retirement--volunteer work in a totally different library world. My volunteer work in the N.C. Art Museum Library includes serving as liaison with the N.C. State Library which does the library's cataloging. It's a far cry from library administration, personnel problems, budget preparation and justification, etc. At present, the Art Museum Librarian and I are working on the problems of adapting our card catalog to AACR2 for which I find an article in RTSD News most useful. I was entertained just this morning by the Job Watch announcements on the local radio. A cataloging job was advertised which required knowledge of and use of AACR2. The announcers had fun with that in wondering what AACR2 meant, and if it was kin to R2D2!! Perhaps the library world can be exciting as Star Wars in the future!!!

Evelyn Mullen
Class of 1932

THOSE WERE THE GOOD OLD DAYS . . .

I entered the School of Library Science in September 1960 and finished in Jan. 1962. The School was at the unairconditioned top of Wilson Library. Since students were not allowed to use the elevators, we got our exercise on the stairs. I was never in better shape than during those months when I did double time up and down all those steps several times a day.

The first semester was given over to prerequisites, courses which did not count in the graduate requirements. The core curriculum was not yet dreamed of. The next two semesters were devoted to graduate library science courses, plus three in some other department in the University, which constituted our minor curriculum. Perhaps the most dubious distinction my entering class had was that of being the last of which theses were required. They were not the research papers of today, but real, honest-to-goodness theses, defended before faculty committees that included "minor" professors. I can still see my minor professor, who bore a startling resemblance to the cartoon character, Brother Sebastian, panting into the conference room with a wild look in his eyes from climbing those long stairs. But he collected himself in time to give me a proper grilling.

While we were studying, writing, answering p-slip questions and eating Lenoir Hall's 40¢ specials (that was for a whole meal, folks!), important events were happening out in the "real world," too. The fall of 1960 brought political campaigns and the Kennedy-Nixon debates, which many of us watched in the Kenan Dorm parlor (it was a graduate women's dorm then). Alan Shepard made the first U.S. space flight in May 1961. We piled out of classes and into the study hall to listen to coverage on the radio--no TV, just radio. And that same year, the Cuban missile crisis and Bay of Pigs invasion inspired some class wags, over-burdened with p-slip questions, to suggest an alternative use for the LC printed catalogs!

The best memories of all are those of the people. The late Carl Frarey was Acting Dean, and some other names remembered from the faculty roster are Carpenter, Cook, Kalp, Miller, Powell and Sanner. Of that group, Ray Carpenter, then two years on the faculty, is the only "survivor." A characteristic shared by the faculty was

(...Good Old Days cont'd)

a demonstrated interest in all students as individuals whether we were in their classes or not. We were students and teachers; we were also friends. And spreading her formidable wings over all was Jean Freeman, trying to keep us in line and dispensing advice and wisdom.

Doubtless, the best known of my classmates is Assistant Dean Roper. Knowing the curiosity that students always have about their deans, I toyed with the idea of writing an expose on what Fred was like as a student. I had to let the idea die on the vine when I realized that I, too, would be indicted! Instead, I will simply demonstrate that these 20 years have brought no major transformations. The assistant dean you know now is the Fred I was in school with. Repeatedly he demonstrated his organizational abilities by planning expeditions to ball games and the Pine Room. He acknowledged the existence of other members of the ACC only when they came out the small end of the horn. He was already naming his cars then (Guinevere, an ancient VW) and inhaling Agatha Christies. He was also talented in not watching where he was going. I can still see him entering the Kenan parlor on a bright autumn Saturday afternoon, walking smack into the largest object there (a giant table in the middle of the room), and shouting to all, "Drunk again!").

Those were the good old days.

Barbara Branson
Principal Cataloger
Perkins Library, Duke Univ.
Class of 1962

YOU HAVE TO DO THE REST YOURSELF

As I look back over the years, I can remember many teachers whose lessons have inspired me to do greater things. Not all of my mentors, however, have been professors. Let me explain. About a quarter of a century ago I was walking a small kindergartner home. She was in a philosophical mood and talked a lot. I had to tune my ears carefully to catch what she was saying; but I shall never forget something she told me that day.

She went on in great detail about what you do in school and I sensed her excitement as she suddenly stopped dead still and expected me to do the same. She waited until she had my undivided attention and then explained to me that "in school they can only get you started . . . you have to do the rest yourself!" The prospect seemed exhilirating to her young mind as she tried to grasp the vastness of it all "out there somewhere" that could be learned.

How many times over the past years have I had the occasion to marvel about the wisdom of that babe. And if we can learn from the past to extrapolate into the future, I should suspect that many of us will marvel about such wisdom. Students in the professional schools of today are learning what they need to know for today, and, hopefully, what they need to know for a few years hence. But the world keeps moving. Painful as it may seem, learning will need to go on long after leaving school. In library school, even if we have added the needed hours to round out a better education, library school years can never tell you everything you need to know. The learning that goes on in later years depends upon the direction your professional life takes and the opportunities within your grasp. If I were to advise students of today, I would suggest learning as much as possible in the greatest depth possible anything that interests them. Learn for understanding and appreciation. Much has to be done on your own. Schooling should give you the tools and techniques you need, but you will have to do the rest yourself.

Nell Waltner
Head, Acquisitions Dept.
D.H. Hill Library, N.C. State
Class of 1969

A MEMBER OF THE 1981 CLASS PAYS TRIBUTE TO A MEMBER OF THE 1932 CLASS

In 1977 the seventh grade teacher, John, whom I was dating, asked me to have dinner at his parents' home. This was my first meeting with a member of the class of 1932, his mother, Mrs. Louise J. Hawkins. I was struck by her charm, her graciousness, her superb sense of humor, and most of all by her devotion to her profession. Since I was at that time a school librarian, we had much in common. She asked me that night of my plans for the future and I told her that I hoped to start work, at some time, on a degree in library science at Carolina. She, of course, encouraged me.

Little did I know that in another year she would become my mother-in-law and one of the best friends I have. When I was accepted to start in the Fall, 1979 Block, she was just as excited as I. Throughout the time I was in school, during which I was getting up at 5:00 o'clock, driving from Mebane every day and staying late in the evening due to working as well as going to classes, she was a constant moral support. Often she would joke with me about working so hard, but deep down I knew she was pleased that I cared enough to work hard because she had spent years of her own life in working hard to contribute to, and to better her profession. Just last week when I finally handed in my 127 page master's paper, she teased me about trying to write everything I knew.

I owe her much and it is for that reason that I wish to pay tribute to her class, the class of 1932, but most especially to Mrs. Louise J. Hawkins, a very special member of that class. She worked in both public and academic libraries. At one point during her career, she traveled in twenty counties teaching library procedures to WPA workers in the public libraries. Her job required her to also approve acquisition orders and to catalog for the libraries. Her academic experience includes High Point College, Elon College, and finally UNC-Chapel Hill. She began working temporarily at Wilson Library in serials which soon developed into a permanent job. After gaining experience in serials cataloging, she was transferred to BA/SS. At retirement she was the head of BA/SS. Obviously, her experience was very varied. When she talks of those years, she stresses the fact that librarians had to be able to do it all -- acquisitions, cataloging, circulation, and program planning.

If one word could be said to be synonymous with Mrs. Hawkins' contribution to this profession, it would be SERVICE. Her main priority was always to serve the public. Those of us in the class of 1981 would do well to set the same priority for ourselves. Though many of you may not have had the pleasure of the company of such an inspiring professional as Mrs. Hawkins, I challenge you to make your contribution of SERVICE to our profession as those before us have done.

Mary L. Hawkins
Class of '81

A RARE PRIVILEGE

Though not unique to me, the experience of knowing all the deans and acting deans of the School of Library Science, whose history now spans fifty years, is indeed a rare privilege. This privilege is especially meaningful when that experience includes such names as Dr. Louis Round Wilson, Dr. Susan Grey Akers, Mrs. Lucile Kelling Henderson, and Dr. Ed Holley.

(A Rare Privilege cont'd)

While serving as Vice-President of the School of Library Science Alumni Association, two experiences are especially significant as I reminisce. It was my honor to present protraits of former deans Wilson, Akers, and Henderson to the School of Library Science on University Day, October 12, 1972. The Alumni Association had begun a fund earlier to provide the protraits for display in the new quarters for the library school, Manning Hall. Dr. Wilson and Dr. Akers were present for the presentation and reception which followed.

It was also my good fortune at this time to develop a special friendship with and appreciation for Dr. Louis Round Wilson. Because I had a large station wagon, I was asked to pick up Dr. Wilson and his daughters and take them to the annual alumni association meeting and luncheon. Though I had known Dr. Wilson for a number of years and though I looked forward to being his "official chauffeur," I must confess, in reflection, that I felt a bit anxious the morning I drove up to 607 East Rosemary Street to pick up Dr. Wilson. No doubt my anxiousness was from wondering what one says to such a gentleman scholar.

Well, all fears were allayed after the initial formalities of introductions to his family were made. From that day on I remember Dr. Wilson as, not only a gentleman scholar, but as a warm friend with an especial gift of dry wit. At the luncheon that day I learned quickly that Dr. Wilson detested tossed salads, stating that the salad could always be expected at any Carolina Inn banquet. He was also not particularly fond of the cherry tarts served frequently as dessert at the Inn, although he ate them. He said they "came to Chapel Hill with John Motley Morehead."

A neighbor of mine in Mount Olive told me a story about Dr. Wilson that shows his wit and keen mind even in his latter years. For a number of years my neighbor had sold Dr. Wilson tailored suits and trousers. As warm clothes were essential at his age, his daughters had chosen some fabrics for some trousers. After the cost was figured and told to Dr. Wilson, he retorted, "That's too expensive, I'll wear my old ones." When the daughter pleaded saying, "Papa, you need some warm clothes," he promptly replied, "I also need to remain solvent!"

I continued to be "official chauffeur" for Dr. Wilson until he was no longer able to attend the alumni activities because of his health. I remember very well while taking him home from the last alumni meeting that he attended, he asked that we ride by Jean's (Jean Freeman) to see the roses. We did. He said, "that Jean's a fine girl!" (I agree. She is another chapter in the history of the Library School.) When we had stopped at Dr. Wilson's house and I had unloaded his walker, given it to him, and walked with him up the gravel walk to his steps, he turned and said, "Thank you for the ride and we'll expect you to pick us up next year." I believe he was 99 years old at that time. Knowing him was then, and is still, a rare privilege.

Gary Barefoot
Librarian, Mount Olive College
Class of '68

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